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ABSTRACT

This report documenting the speeches and recommendations made during a conference on library and information services begins with three presentations: (1) "Preparing for Partnerships: Libraries and Educational Reform in Tennessee" (Secretary of State Bryant Millsaps); (2) "The Tennessee Governor's Conference on Library and Information Services: Background, Reality, and Future Impact"; and (3) "The Future Without Walls: A Vision of Library and Information Services in Tennessee in the Nineties" (State Librarian and Archivist Edwin S. Gleaves). Recommendations adopted by the 112 delegates to the conference are then presented. These recommendations focus on local, state, and federal support of libraries; state and national planning; intellectual freedom; eradication of illiteracy; and support for the National Research Education Network (NREN), with increased participation by libraries of all types. The official delegates chosen to represent Tennessee at the 1991 White House Conference on Library and Information Services (WHCLIS) are listed, as are the Governor's Conference delegates. The report concludes with three pages of photographs taken at the conference. (MAB)

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TENNESSEE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

October 14-16, 1990

FINAL CONFERENCE REPORT

IR 053 598

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Department of State

The Honorable Bryant Millsaps
Secretary of State

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Clarksville

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Cleveland

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Conference Coordinator

Susan L. Miller

THE TENNESSEE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

October 14-16, 1990

Doubletree Hotel

Nashville, Tennessee

FINAL CONFERENCE REPORT

Tennessee State Library and Archives
Department of State
Nashville, TN 37243-0312
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Department of State/Governor's Conference Planning Committee/Conference Coordinator

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ACKNOWLEDGEMENTS

Any attempt to thank a few for the work of many is fraught with danger. Many Tennesseans have been involved in the Governor's Conference and the White House Conference process; indeed, more people have attended meetings at the state and local level in association with the Governor's Conference than have ever, to my knowledge, attended any library meetings in the history of our state. Over 1,200 persons attended the seven area meetings held across the state in July of 1990, to which we can add the Blue Ribbon Panel Meeting in Nashville in May, the many planning meetings that were held prior to the Governor's Conference, and of course the Governor's Conference itself.

This high level of personal participation was no accident. From the beginning of the development of the Tennessee Long-Range Program for Library Services and Development in 1988, we have sought to involve as many people--librarians, trustees, government officials, friends--in the planning process for the future of Tennessee's libraries. The Long-Range Program itself was carried to the same seven cities for open meetings prior to its publication. In the same vein, Secretary of State Bryant Millsaps took his own message on building partnerships to nine cities across the state soon after the Governor's Conference.

Having said this, I must recognize a few people who have made a special contribution to the success of the third Governor's Conference on Library and Information Services. Secretary Millsaps, like his predecessor Gentry Crowell, has taken to heart his role as the government official with the greatest authority and responsibility for the development of public libraries in state and has, from his first hours in office on January 25, 1990, devoted enormous energy to this high calling. His support for the Governor's Conference has been constant and unwavering.

The Governor's Conference Planning Committee, chaired by the indefatigable Col. Joseph Jones, has put in a year's work of which we can all be proud. The members of the committee have worked hard and well. Others who worked well, with visible results, were the coordinators of the area meetings that were held across the state prior to the Governor's Conference.

Acknowledgements

(The members of the Planning Committee and the area meeting coordinators are found in my conference report that follows immediately.)

Two others who deserve special mention are Susan Miller, who became Conference Coordinator in August of 1990 and, in her few short months with us, distinguished herself through her organizational and computer skills. Both she and Sandra Nelson, Assistant State Librarian and Archivist for Planning and Development, laid much of the strategic planning for the Governor's Conference; in addition, Sandra coordinated the area meetings in order to assure uniformity in the development of recommendations and the election of delegates to the Governor's Conference.

Finally, I should like to thank Neal Harrell, my secretary Linda Bradford, and all the staff at the Tennessee State Library and Archives for their continuing support of this effort in the face of continuing duties that have occupied their time and attention. The staff members at all levels have provided proofreading, copying, and assembling services for all of the paperwork that the process has engendered; they have handled countless telephone inquiries, some of them insistent and demanding; they have assisted in arranging meetings both onsite and elsewhere; they have carried on the work that had to be done when I found myself enmeshed in the planning process. It is only through such efforts as these, though often unseen, that great events are ever possible.

--E.S.G.

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FOREWORD

by

Joseph W. Jones, Jr., Chairman
Governor's Conference Planning Committee

This document is a distillation of the collective thinking of more than a thousand people. And not just anybody, either. This is the pure juice which has "dripped over," as we say, drop by drop into the literary retort for more than a year. It is near 100 proof, it has both bead and clarity and has been filtered through the finest scrutiny available. It is properly licensed and ready to be tested. . . best of all, it is a product of Tennessee. But, it is "heady" stuff! And so I warn you that you may become addicted to innovative ideas formulated within the library community. I write from experience. But let's go back a bit.

In the spring of 1989, over breakfast in Knoxville, the Secretary of State began to structure the process whereby the state of Tennessee would join the other 49 states in preparing all libraries for the 21st century. While the consummation would be the White House Conference on Library and Information Services to be held in Washington in 1991, the mechanism to get us there is delineated in this report to the people. It deserves your close attention because it is: first, a look at reality; second, a menu of what is possible; and third, a blueprint of what is likely.

Agreed, the process has enhanced library awareness and enriched our understanding of the long-range view of all libraries; but the reason for it all resides in the final product, the recommendations which reflect those issues of most concern to Tennesseans. I think of them as the library catechism, a passport into the 21st century. We have, in fact, practiced self-examination within the library community at the state and local levels and that is to our advantage as we move on to provide what is wanting. At the same time, the Tennessee Delegation to Washington will carry our recommendations to the White House Conference in 1991 for consideration at the national level, our opportunity to be heard.

Foreword

I endorse the notion that "Books are humanity in print," as Barbara Tuchman told the Authors League ten years ago. Taking that as my cue, I suggest that the recent Tennessee Conference on Library and Information Services has been "humanity in action" toward that end. And for the best of reasons.

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THE TENNESSEE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES: BACKGROUND, REALITY, AND FUTURE IMPACT

by

Edwin S. Gleaves
State Librarian and Archivist

First Tennessee Governor's Conference on Libraries

The first Tennessee Governor's Conference on Libraries was held over twenty years ago on November 3, 1967. It was directed by Dr. Sam B. Smith, State Librarian and Archivist, and preceded the first White House Conference by twelve years. A one-day conference, it was held in the War Memorial Auditorium in Nashville and featured an address by Governor Buford Ellington and was attended by no less than three former governors of the state: Gordon Browning, Prentice Cooper, and Jim McCord, as well as by Senator Albert Gore, Sr. Other prominent speakers included Alexander Heard, Lowell Martin, Joseph H. Reasons, and Virginia Young. This open meeting was held in the War Memorial Auditorium and was attended by approximately 500 persons. A 14-person Steering Committee and ten sub-committees thereof were responsible for organizing and planning the conference. A report of the conference containing the principal addresses and a generous sampling of photographs was published soon after the conference.

Second Tennessee Conference on Library and Information Services

The second Tennessee "Governor's Conference" did not bear the Governor's name: it was simply entitled the "Second Tennessee Conference on Library and Information Services." Held November 19-21, 1978, it was the first of the Tennessee pre-conferences, i.e., a conference preceding a White House Conference. This conference was planned by Katheryn C. Culbertson, State Librarian and Archivist, through a contract with Ann Eastman of Blacksburg, Virginia. This three-day conference at the Opryland Hotel, featuring numerous addresses and discussion groups, was organized by a 46-six person Advisory Committee.

Tennessee Governor's Conference

Resolutions emanating from the Second Tennessee Conference on Library and Information Services dealt with the following issues:

1. Standards for public libraries
2. Better public relations for libraries
3. Better funding for public libraries
4. Freedom of inquiry
5. Access for the physically handicapped
6. Network for resource sharing among all types of libraries
7. State-wide borrowers card
8. Regional government documents depository in Tennessee
9. Expanded and strengthened State Library and Archives
10. Support of basic, continuing, and remedial education
11. Demonstration project with NCLIS to indicate how to achieve adequate funding and attainment of standards
12. Full-time executive director for TLA
13. Tennessee Library Association expand its membership to a greater number of Tennessee citizens

Fourteen Tennesseans were selected at the conference to attend the first White House Conference on Library and Information Services:

Lay Delegates:

Merlin Cohen, Union City

Barbara Mann, Nashville

Tom Ritter, Nashville

Martha Schaeffer, Memphis

Richard D. Smyser, Oak Ridge

Wilma Dykeman Stokely, Newport

Hooper Brock, Athens (Alternate)

Charles Crawford, Memphis (Alternate)

Sam Martz, Nashville (Alternate)

Professional Delegates:

Cleo Brooks Boyd, Jackson

Frank P. Grisham, Nashville

Mary Little, Sparta

Anne Lowe, Cookeville

Katheryn Culbertson, Nashville (Alternate)

First White House Conference on Library and Information Services

The historic first White House Conference on Library and Information Services was held in Washington on November 15-19, 1979, pursuant to Public Law 93-568 of 1974. It was attended by over 900 delegates and 3,000 observers from the states, territories, and the District of Columbia. The themes of the conference were fivefold: (1) Personal Needs, (2) Lifelong Learning, (3) Organizations and the Professions, (4) Governing Society, and (5) International Cooperation.

Tennessee Governor's Conference

The conference concluded with sixty recommendations for improvement in library and information services. In retrospect, these recommendations have contributed to the following developments in library and information services:

1. Greater public awareness of the impact of library and information services on the nation, on communities, and on individuals

2. Creation of a federal Department of Education

3. Increased federal funding

4. Formation of the White House Conference on Library and Information Services Taskforce (WHCLIST)

5. Formation of Friends of Libraries, U.S.A. (FOLUSA)

6. An active role for libraries in adult literacy training

7. Increased state and local support

The White House Conference on Library and Information Services Taskforce (WHCLIST)

It became evident at the first White House Conference that follow-up was critical to its success. The White House Conference on Library and Information Services Taskforce (WHCLIST) was founded as a result of the White House Conference to (1) help implement the resolutions of the White House Conference and (2) plan for a second White House Conference. Membership in WHCLIST consists of both lay and professional delegates from the states and territories; it now boasts over 700 members representing the states, territories, Indian Nations, and the District of Columbia.

Without question WHCLIST has played a major role in the White House Conference process. WHCLIST has worked closely with the National Commission on Libraries and Information Science; WHCLIST leaders served on the Preliminary Design Group appointed by the National Commission on Libraries and Information Science to make the initial plans for the second White House Conference. WHCLIST members have worked in their

home states and with the Congress in bringing about legislation for the second White House Conference.

WHCLIST has met annually since 1980. The final WHCLIST annual meeting before the White House Conference was held in Nashville, August 16-18, 1990, at the Nashville Stouffer Hotel Edwin S. Gleaves, Vice-Chair of WHCLIST, served as program chair of that meeting, and Sandra S. Nelson served as local arrangements chair.

Second White House Conference on Library and Information Services

Chronologically, this conference, which is scheduled for July 9-14, 1991, follows the third Tennessee Governor's Conference, but it represents the authorizing legislation and the context within which the state conference was held. The second White House Conference was authorized by Public Law 100-382 of 1988. Six million dollars were authorized in that law, much of which was earmarked to return to the states for state-level pre-conference activities. The theme of the conference are three-fold: (1) Literacy, (2) Productivity, and (3) Democracy. The delegates are to be selected equally (25% each) from among four constituent groups:

1. Government officials
2. Librarians and other information professionals
3. Trustees and friends of libraries
4. Users of Library and Information Services

A 30-member White House Conference Advisory Committee (WHCAC) has been appointed to advise the National Commission on Libraries and Information Science (NCLIS) on the planning of the White House Conference of 1991.

Activities at the State Level

Pre-White House Conference activities are optional, other than the selection of delegates to the White House Conference itself. But given the fact that funds are being made available to the states and territories for such activities,

all of the states and most of the territories have been engaged in some type of pre-conference activities, most of them in the form of a state-level conference. Tennessee, through the offices of the Secretary of State and the Tennessee State Library and Archives, has applied for and has received $30,000 for its pre-conference activities; an additional $15,000 has been programmed from LSCA funds for 1990-91. Unlike most states, no state money and no private funds have been solicited for the Governor's Conference.

Planning for the Third Tennessee Governor's Conference on Library and Information Services

Planning for the Tennessee Governor's Conference on Library and Information Services has been under way since August of 1988. The Governor's Conference Planning Committee chaired by Col. Joseph W. Jones, Jr., was appointed by the late Gentry Crowell in 1989 and began its work officially in January of 1990. The members of that committee were the following:

Col. Joseph W. Jones, Jr., Newbern, Chairman

Diane Baird, Clarksville

Evealyn Clowers, Cleveland

Walter Durham, Gallatin

Edwin S. Gleaves, State Librarian and Archivist, Ex-Officio Member

The Honorable William Harmon, Dunlap

Senator Douglas Henry, Nashville

Betty Latture, Nashville

Ken Maynard, Nashville

Sandra S. Nelson, Assistant State Librarian and Archivist for Planning and Development, Ex-Officio Member

Lester J. Pourciau, Memphis

J. Michael Rothacker, Nashville

James W. Simmons, Executive Assistant to the Secretary of State, Ex-Officio Member

Sam B. Smith, Nashville

Mildred G. Ward, Knoxville

In August of 1990, Susan L. Miller of Nashville was hired by the Tennessee State Library and Archives to serve as the Conference Coordinator.

Early in its deliberations, the Planning Committee established six sub- committees: (1) Program, (2) Delegate Selection, (3) Funding, (4) Liaison with Other Organizations, (5) Resolutions, and (6) Publicity. It also decided to involve as many other people as possible in the Governor's Conference process by planning one state-wide meeting and seven area meetings to be held across the state.

The state-wide meeting was called the Blue Ribbon Panel, and consisted of a luncheon meeting of approximately fifty community leaders--legislators, mayors, county executives, newspaper editors, and others--from across the state, invited by the Secretary of State. Not all of these leaders had been active in library matters in the past, but such a meeting, in which the Secretary of State set forth the goals of the Governor's Conference and the White House Conference, could develop new avenues of support among key people in the state. Indeed, some of those who attended the Blue Ribbon Panel luncheon in May attended subsequent meetings in their areas, and were elected or appointed to be a delegate to the Governor's Conference and the White House Conference.

The area meetings, which were coordinated state-wide by Sandra Nelson and were attended by over 1,200 persons, were held during the month of July according to the following schedule:

1. July 13: Blountville, Northeast State Technical Community College (Clara Hasbrouck, Meeting Coordinator

2. July 13: Chattanooga, UTC University Center (Betty Lumpkin and Bill Prince, Meeting Coordinators)

3. July 20: Cookeville, First Presbyterian Church (Reilly Reagan, Meeting Coordinator)

4. July 20: Memphis, Rhodes College (Judy Card, Meeting Coordinator)

5. July 27: Jackson, Wilson World (Linda Hay, Meeting Coordinator)

6. July 27: Knoxville, Pellissippi State University (Nine McPherson, Meeting Coordinator)

7. July 27: Nashville, Belmont College (Joy Hunter, Meeting Coordinator)

The purposes of those meetings were:

1. To develop a consensus of the needed improvements in library and information services at the local and regional levels and formulate recommendations needed to attain those improvements

2. To formulate recommendations for the further improvement of library and information services in Tennessee to increase productivity, expand literacy, and strengthen democracy

3. To select half of the official delegates to the Tennessee Governor's Conference on Library and Information Services

Out of the area meetings came broad consensus of the needed improvements in library and information services--in the form of a massive list of recommendations which were then analyzed by the Conference Coordinator and organized into a set of approximately 100 recommendations at the (1) local, (2) state, and (3) national levels. These recommendations were presented to the Governor's Conference delegates when they met at the Doubletree Hotel in Nashville on October 14-16, 1990 Official delegates to the Governor's Conference--half of them--were elected at the seven area meetings: two in each of the four delegate categories, for a total of 56 elected delegates. Subsequent to the area meetings, a Delegate Selection Subcommittee of the Planning Committee met and developed a list of candidates to be appointed by Secretary of State Bryant Millsaps. Secretary Millsaps appointed 56 additional delegates and 12 alternates, three in each category, bringing the total number of officials delegates to the Governor's Conference to 112.

The Governor's Conference: Program, Recommendations, and Delegate Selection

The Governor's Conference opened with a reception at 5:30 on Sunday, October 14, followed by a dinner and the First General Session, the Honorable Bryant Millsaps, Secretary of State, presiding. The conference was opened by Dr. Gleaves, who was followed by introductory remarks from Col. Jones. Carol Hewlett brought greetings from the Tennessee Library Association and David McWhirter did the same from the Tennessee Archivists. After Secretary Millsaps certified all delegates, Dr. Gleaves brought the keynote address on the topic "The Future Without Walls: A Vision of Library and

At the Second General Session at noon on Monday, Secretary Millsaps was presented with a strong sign of support for libraries in the state of Tennessee: copies of the Friends of Libraries U.S.A.'s Library Compact, signed by over 14,000 Tennesseans. Secretary Millsaps will, in turn, present the Library Compact to Governor McWherter for his signature before all 14,000 signatures are forwarded to Washington for presentation to President Bush upon the occasion of the White House Conference. Walter Durham, Chairman of the Tennessee Advisory Council on Libraries, then introduced Secretary Millsaps, who spoke on on the importance of developing partnerships between public libraries and the schools.

The purpose of the Governor's Conference was to identify the issues of most importance to the citizens of the state and to propose means by which those issues can best be addressed at the local, state, and national levels. Those issues were identified and the means proposed in a series of Issue Meetings which occupied most of Monday, October 15. Delegates were asked to attend working meetings on two of the following topics, one during the morning and the other during afternoon hours:

Group 1: Funding

Group 2: Training and Education

Group 3: Planning and Standards

Group 4: Cooperation and Networking

Group 5: Public Relations

Group 6: Access to Information

Out of the Issue Meetings came a series of recommendations at the local, state, and national levels. These were summarized briefly by Sandra Nelson at the Third General Session at 4:15 on Monday. In the Fourth General Session on Tuesday morning presided over by Sandra Nelson, the delegates were given the opportunity to speak on behalf of the recommendations of their choice and then to vote for the five recommendations of their choice at the three levels--plus three recommendations to be carried to the White House Conference. The results of this vote comprise the recommendations of the Governor's Conference on Library and Information Services.

A cursory review of the recommendations reveals a series of overriding concerns, some old, some new:

1. Improved funding for all types of libraries, with special concern for public libraries in light of the low per capita support for public libraries in the state of Tennessee

2. Continuing need for public awareness programs for libraries of all types which demonstrate for public officials the unique role of the library in its community

3. A strong stand for intellectual freedom and against attempts to suppress that freedom through censorship

4. The need for a concerted cooperative effort to carry out the Twenty-First Century Challenge of the Tennessee Department of Education

5. Numerous declarations of support for efforts to eradicate illiteracy in our time

6. Support for continued federal aid for libraries of all types, including an expanded role for libraries through Senator Gore's proposed National Research Education Network (NREN)

7. A continued recognition of the importance of cooperation between all types of libraries and for computer networks and other initiatives that facilitate such cooperation

8. Increased concern for preservation of books and other media of historic importance

For a complete list of recommendations, please see "Recommendations from the Tennessee Governor's Conference on Library and Information Services, October 14-16, 1990" later in this report.

Delegate selection at the Governor's Conference took place in three phases: (1) Caucus sessions by delegates type on Monday evening to nominate delegates to the White House Conference, (2) Announcement, on Tuesday morning, of appointment of four delegates and four alternates by Secretary Millsaps, and (3) Election of eight of the twelve delegates, voting on those nominated by the Caucus Sessions and those nominated from the floor.

Those elected by Governor's Conference delegates were the following:

Government Officials

Bryant Millsaps, Hermitage

Franklin Smith, Brownsville

Librarians and Other Information Professionals

Judith Drescher, Memphis

Edwin S. Gleaves, Nashville

Trustees and Friends of Libraries

Joseph W. Jones, Jr., Newbern

Anne Lowe, Cookeville

Users of Libraries and Information Services

Walter Durham, Gallatin

Michael Loftin, Chattanooga

Those appointed by Secretary Millsaps as delegates and alternates were the following:

Government Officials

Fred Pruett, East Ridge

Margarett Alexander, Decaturville (Alternate)

Librarians and Other Information Professionals

Carolyn Daniel, Nashville

Carol Hewlett, Knoxville (Alternate)

Trustees and Friends of Libraries

Evealyn Clowers, Cleveland

Lytle Landers, Shelbyville (Alternate)

Users of Libraries and Information Services

Carol Lynn Yellin, Memphis

Suzanne Griffith, Bartlett (Alternate)

The Impact of the Governor's Conference

It is easy to become discouraged in the library world. Despite all the talk of this being the information age, the truth is that our libraries, archives, and historical collections are poorly funded and poorly supported in many areas of our state. High-tech ventures involving information transfer often do better, depending upon their environment.

The Governor's Conference and the White House Conference offer us a way out--or at least up. No one can look at the recommendations of the previous Governor's and White House

Conferences without recognizing that we have indeed come a long way in the last decade. One big step after the Governor's Conference will be, of course, the White House Conference, but we need not wait, we will not wait, until July of 1991 to make good on the recommendations emanating from the Governor's Conference. Secretary Millsaps has undertaken a major initiative by holding a series of meetings across the state in November and December of 1990 to speak on building partnerships between our public libraries and our schools. These presentations to local authorities will, directly and indirectly, address several of the priority recommendations of the Governor's Conference.

The Governor's Conference was a planning conference. Its outcomes should, it turn, find their way into the planning processes now under way throughout our state, into the objectives of our annual programs, into the budget agreement between libraries and their governing bodies, into the legislation that governs us all.

In these recommendations there is something for everyone to do: government officials, librarians and other information professionals, trustees and friends of libraries, and users of our library and information systems. Advocacy needs to take place at many levels, from the smallest county government to the halls of Congress. Indeed, those recommendations are always stated in terms of <u>who</u> has the responsibility for carrying out that charge. We hope that all those who believe in the power of our nation's libraries to bring civilization to its pinnacle will take these recommendations to heart and will remember that the Governor's Conference, like the White House Conference itself, is not just an event; it is a process.

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PREPARING FOR PARTNERSHIPS: LIBRARIES AND EDUCATIONAL REFORM IN TENNESSEE

by

Bryant Millsaps
Secretary of State

Backgound

A few weeks ago, I had the opportunity to sit down with representatives of the McWherter administration to discuss the contents of their education reform proposals that bears the name of the 21st Century Challenge Program. Some of those present at that meeting were Dr. Charles Smith, Commissioner of Education, Mr. David Manning, Commissioner of Finance and Administration, and Mr. Billy Stair, the Governor's Senior Policy Advisor on Education. After a general discussion of the proposed program and the 89 initiatives that comprise the basic plan, and pointing out those initiative areas that we believed public libraries could help accomplish, I asked Commissioner Smith what we must do to position ourselves to be a major player in the overall reform effort. He looked at me and said, "There are three basic elements of this proposal that you need to understand. First, decisions are going to be made more at the local level than ever before. Second, accompanying this decision-making responsibility will be an increased level of accountability for local government including school boards and school administration. Finally, we are going to encourage local systems to build partnerships with various resource groups in their communities."

While there was a continuing discussion of the program and the implications for public schools, it became very clear to those of us from the department of state that our role as the most effective, most economic and most resourceful deliverer of information services to our students and our fellow citizens was going to be predicated upon our ability to build partnerships with local government including executives, legislative bodies and governing boards. It is also imperative that we include local school administrators, faculty (including librarians), and students.

My Vision for the Future

Permit me to outline for you the vision we have for the way information resources are used in Tennessee's schools of the future. And, if I might be so bold, that future, in my opinion, is now.

The educational strength and intellectual vitality of our children will be impacted in large measure by their ability to access up-to-date, usable information on every conceivable subject. While today's school libraries play a vital role in providing what might be called "traditional reference," the educational environment of the 21st century is going to demand much more. Non-traditional services such as library services of literature, history, biography and providing individual and classroom access to major information databases that already exist in the areas of science, math, history, social sciences, creative arts and periodical services--to name a few--will become more of the norm and less the exception in the years ahead.

In addition to the positive implications for Tennessee's classrooms, there are equally positive implications for Tennessee's citizens as well. With every passing day, more and more decisions are being made in private business and in local government that depend on the accuracy and the currentness of information. Management decisions in both of these areas are made every day that rely on an information base that provides quality data. This data ultimately leads to expansion, investment and service delivery decisions that impact all of us.

Additionally, private citizens, as well as businesses and government, have an ever increasing need for high-tech information services. If students are going to experience access to expanded bases of information between 7:30 in the morning and 3:30 in the afternoon, what makes us think that their need for these information services will stop when the last bell rings? What about the growing number of "older/non-traditional" students who have decided to renew their pursuit of a formal education while holding down a full-time job? Are they to be denied access to full information services simply because they work during the day? What about that individual who simply wants to know more? Do we want the individual pursuit of knowledge--at whatever level--to suffer because we

failed to take advantage of the technology that is available to us today?

How to Proceed

Considering this, the natural question for all of us is how can the information services necessary to support the 89 initiatives that comprise the 21st century challenge be delivered to maximize the use for our schools and communities while minimizing the considerable costs involved.

You would not be here at this moment if you did not share my belief that these types of issues must be boldly addressed in the weeks and months ahead. I contend, and I encourage you to react to this in a few moments, that all of us must begin to take the steps necessary to meet the increasing information needs of the people of Tennessee. And I further contend that all of us--students, school librarians, faculty and administration, school boards and system administrators, local government officials (county and municipal, executive and legislative), community business leaders, private citizens, as well as those of us in state government--must begin now to develop a locally based plan that will meet our information needs into the 21st century. I contend that the development and implementation of this plan will be driven by four major goals.

First, we must take Commissioner Smith at his word and begin now to form the necessary partnerships to bring all parties together which are interested in delivering information services. These compacts of cooperation can provide the necessary expertise and energy to strengthen local planning for improving our schools.

Second, a commitment must be made to insure that these cooperative compacts are inclusive, not exclusive. The table where we all sit, must be large enough to accommodate various groups and diverse ideas. A cooperative effort must prevail.

Third, the outcome of this joining together must be the development of a locally-based plan that provides both an exciting and achievable agenda for delivering library and information services to our people. We must be imaginative and challenging in our plans.

Finally, in order to be imaginative and challenging, we must provide leadership. We must approach the entire partnership concept with an eye toward providing our communities with visionary leadership that causes all of us to have a greater, more dynamic view of where we can be educationally and intellectually if we will only try. When leadership with vision becomes our standard, we think the unthinkable, we see the invisible, we conceive the inconceivable.

Inhibiting Factors

There are three factors that can keep us from meeting our objectives: technophobia, tradition, and timidity. I call them my three "T's."

Technophobia is the fear of computers. Although our children know no fear of computers, some of us think that if we touch one key of a computer we are going to close down the entire computer network of the American defense system. If we are to face the challenges of today's educational world, we must recognize that computers are part of our lives, like it or not. A man told me a few days ago that he didn't have anything to do with computers. I asked him how they calculated his grocery bill in the supermarket, or how they found a part for his car in the auto parts store. I think he got the point: that we all live in a world of computers and the sooner we learn to live with them and to master them, the better off we will all be.

Tradition can be a good thing. I think I am traditional in a number of ways. But tradition can also be an excuse for not making changes when they need to be made. The seven last words of a dying organization are: "But we've never done it that way." If we are not careful, we can become slaves of tradition in our libraries and our educational institutions. The notion that libraries are no more than collections of books is changing faster than we know at times; our libraries are becoming active repositories of many media--tapes, disks, and computer software and hardware--and our concept of the library is expanding as the contents and services of those libraries change. Community and educational leaders need to be aware of the changing role of the library in the community, especially as we consider new and daring ways of creating new partnerships between the schools and our public libraries.

Timidity is our third obstacle. No one has ever accused me of timidity. But as the chief advocate for libraries in this state I believe that librarians and library board members have often been too timid in asking for what is rightly theirs--a proper share of the public monies in order to offer first-rate library services. Some library budgets in the state are categorized as charity--and are treated accordingly. As government officials and educational leaders, many of you can be effective advocates for our public and school libraries.

Conclusion

Several years ago, a young navy lieutenant applied to serve on the only nuclear submarine of the day, the U.S.S. Nautilus. In order to gain that appointment, all applicants had to be interviewed by Admiral Hyman Rickover, one of the most learned military men of our age. The lieutenant in question studied hard for that interview and felt comfortable when Admiral Rickover began to ask him some questions about the state of the economy and other matters. Lieutenant Carter came prepared and he did well on this part, but the Admiral made his questions more and more difficult until the future President of the United States knew that he had met his match.

By this time Jimmy Carter's uniform was soaked through with nervous sweat. Admiral Rickover then asked him if he was a graduate of the Naval Academy, to which Carter replied that he was. He added proudly that he had studied for two years at Georgia Tech and that, at Annapolis, he had graduated 59th out of a class of over 800 cadets. Not at all impressed, Admiral Rickover then turned to Jimmy Carter and asked point blank: "But Mr. Carter, did you do your best?" Jimmy Carter later related that one of the main regrets of his life was that he had to answer the admiral: "No sir, I did not." Rickover turned and stared at the young Carter and asked, "Why not?" This question haunted Carter for many years.

I am the father of three children, and if the Lord continues to bless me in the future as he has in the past I fully expect to have grandchildren. When I look back on my years of public service, I do not want to have to face my grandchildren when they ask, "Granddaddy, did you do your best?" In all candor, I do not want to answer the question, "Why not?"

Ladies and gentlemen, at this time in history we have a tremendous opportunity to form partnerships that have never before existed in our state for the betterment of library services and public education. I challenge you not to let this opportunity pass. Let us act so that we can respond to all to ask how well we carried out the public trust by saying, "We did our best."

##########

THE FUTURE WITHOUT WALLS: A VISION OF LIBRARY AND INFORMATION SERVICES IN TENNESSEE IN THE NINETIES

by

Edwin S. Gleaves
State Librarian and Archivist

The Fall of the Wall

Last year, 1989, will forever be remembered as the year in which the walls came tumbling down, walls that had separated Eastern and Western Europe for forty years. Walls that had begun to crumble in China went up again, but the forces of democracy, like rain pounding on stones, will continue to chip away at even the hardest surfaces. In time, those walls too will fall.

Other walls are also falling, economic walls, as the nations of Western Europe work their way toward a new economic order known as the European Community. The United States of America, aware of the competition that this new order poses, has wrought a free-trade agreement with Canada and is working on a similar agreement with its neighbor to the south, Mexico. Japan, China and the "Four Tigers" of Asia (Hong Kong, Singapore, South Korea and Taiwan), which constitute a powerful economic force of their own, are also lowering national trade restrictions to insure a free flow of goods and services to the benefit of all concerned.

We can no longer think in terms of a self-sustained national economy apart from the rest of the world, any more than the rest of the world can get along without us. The Soviet Union, after many years of economic stagnation, has finally come to this realization and is scurrying to join the rest of the world economic order before its system collapses altogether.

We are talking here about free trade. But we are talking about more than that: the increasing flow of people--tourists, business persons, diplomats--and the flow of information. Publications and computer-generated information cross the boundaries of nations that only a few years ago peered suspiciously at each other across the tops of stone walls or through barb-wire fences.

If information is to move freely from nation to nation, it only stands to reason that information should flow freely within the boundaries of a democratic country such as the U.S.A. To an even greater extent, that information should flow without ceasing within the states of that country.

Yet I submit to you that even now, in 1990, we face barriers--walls, if you will--to the free flow of information within our own state of Tennessee, barriers that inhibit the movement of information in many forms from county to county, from city to city, from library to library, from person to person. Let me mention briefly a few: technological barriers, economic barriers, physiological barriers, and political barriers.

Technological Barriers

New and flashy technology by which information can be accessed so readily can also be a barrier to finding information. For many people, the sight of a computer still provokes an immediate response akin to that of a rattlesnakes coiled on a woodland trail. Others circle the CPU, taking care not to get too close; it might shock or produce radiation or something. And it might crash if we touch it the wrong way.

So much for our generation. The new generation has no such reservations and can boot up and run computers as easily as they can their Walkmen, their VCRs, their dual cassette boomboxes, and all the other gizmos and whatchamacallits of modern civilization. They have learned early a hard fact of modern life: those who don't know how to operate computers may end up sweeping around them.

Many of us use computers as office tools to produce and massage information that we produce. We write a letter, or a speech such as this one, edit it, clean it up, and then run it off on a printer. We did it on the computer at the office bought with someone else's money, or at home on a computer that cost no more than a good television set and much less than a new car. Computer access for these purposes was relatively easy and affordable.

The use of computers in libraries far exceeds office automation. For over ten years now most of our major academic, special, and public libraries have been cataloging

their books online, using computerized records created by the Library of Congress and sold by bibliographic utility companies which make these records available to subscribing libraries. The significance of this advance is not only that we are cataloging on computers or computer terminals but that books are now being cataloged only once in their lifetime, rather than thousands of times in as many libraries. The great leap forward here was not just the use of the computer but also the establishment of a format called MARC, for Machine-Readable Cataloging, which has become the standard for much of the Western World and Australia.

The computer can also serve as a gateway to a universe of information. Consider, if you will, that computer as a planet in our solar system. Then think of the world beyond our solar system in the galaxy we know as the Milky Way--billions and billions of stars, many of them with their own solar systems. Then consider the galaxies that lie beyond our own in profusion so great that our finite minds cannot conceive such numbers, nor their distances from our own galaxy.

The world of electronic information is a universe of its own, and its bounds, like that of the universe itself, unknown. By means of modems and other telecommunications devices, we can connect ourselves to databases whose dimensions defy the imagination. Any computer with a modem can tap into CompuServe in Columbus, Ohio, which maintains online not one database but thousands of them, all with thousands, some of them millions, of records. Those records range from brief bibliographical citations to full-text articles and books, including several online encyclopedias, which, by the way, are also available on CD-ROM disks--for a price.

Are there barriers between you and all that information? Certainly, the first being the computer itself. Not every person and not every library has a computer. It takes special skills to learn how to access those databases, skills which, by the way, many librarians have acquired. In those libraries where online information service is offered, a trained librarian will be glad to offer that service.

But the biggest barrier is money. That information is not free. With few exceptions, purveyors of electronic information charge for using and storing information online, in addition to telecommunications charges. A sophisticated search can run from $5 up into the hundreds of dollars.

In short, there is no electronic public library. Computerized information costs money, whether obtained online, on diskettes, or on CD-ROM, and not everybody can afford it. Just like the public library itself, someone has to pay. The good news is that the per item cost of computerized information is coming down and more libraries have computers to provide access to that information. Within a few weeks, you will be able to walk into the C. E. Weldon Public Library in Martin and ask a friendly computer if the library has a certain book and, if not, can it be found in any of the four major Metropolitan libraries or the State Library and Archives. And you know what? It will tell you in a matter of seconds. That service is the result of many years of planning, many years of online cataloging, and special grants from federal funds to computerize many of those records retrospectively.

At the national level, Senator Al Gore of Tennessee is the chief sponsor of one of the most ambitious high-technology programs ever proposed, the National Research and Education Network (NREN) proposal. NREN, in a few words, would establish a high-capacity electronic highway of interconnected networks linking business, industry, government, as well as the education and library communities. Nearly a decade in the making, this proposal, if it becomes law, could have a profound impact upon the flow of information in this country. The American Library Association and other library and information associations have supported the bill. In this conference, we have the opportunity to lend our support to the bill as one of our recommendations to Washington.

Economic Barriers

Lest we think that only technology costs money, let us remind ourselves that even the free public library itself is not free. Someone has to pay for it. Someone called into National Public Radio a few days ago and said he didn't know why the taxpayers should have to pay for the S&L bailout; why not let the Government do it?

Clearly, we face economic barriers in our state. The source of operating funds for academic, school, and special libraries is reasonably clear: it is the parent institution, with occasional special grants and appropriations from state and

federal sources. Public libraries in Tennessee derive their lifeblood from several sources: the local governments, county and city; the state, usually indirectly through the Regional Library System; and the federal government, usually through special-purpose projects such as public library construction funds and direct service grants. In our state, operating expenses for public libraries are provided in large part by the local governments. Regional library centers provide some of the books and other services such as processing--when and only when they are requested by the local libraries. The State Library and Archives, using state and federal funds, provides funding to local libraries for special purposes only, often on a competitive basis.

When we in Tennessee compare ourselves with other states, the hard truth is that we do not do very well when it comes to supporting our public libraries. In fact, as many of you know by now, we rank 50th out of 50 states in our per capita local support of public libraries. We spend $5.39 capita in local support for public libraries, against a national average of $12.63. Florida, Louisiana, Maryland, Missouri, and Virginia all spend over $10 per capita at the local level. Without belaboring the question, this is clearly a distinction of which we should not be proud and with which we should not be content.

In the simplest terms, we have two choices. We can improve our support at the local level or the state level. (It is clear by now that we cannot expect additional funds from the federal government for this purpose.) Local governments can make a big difference by helping our public libraries reach the very modest standards that we are just now putting into place. In very few areas, can a little money go as far as in improving our local public libraries. In some states, local public libraries are entitled to a certain portion of the tax dollar, which is one option that we have to assure a solid base of support for our libraries. Failing sufficient support at the local level, we can follow the model of other states in providing direct state aid to local public libraries, based upon such factors as population, demonstrated need, ability to pay factors, and incentives for raising local funds to match state grants-in-aid. These are some of the options that some of you will be discussing in your issue groups tomorrow. We look forward to hearing your recommendations.

Physiological Barriers

When it comes to access to books and information, not all men are born equal, nor do they die that way. Some are born blind and others lose their sight along the way. Those who cannot hear are cut off from many sources of information in ways that most of us do not understand. With advancing age often comes physical impairments that make a trip to the library impossible, or the simple ability to pick up a book and read it an impossibility. Fortunately, the Library for the Blind and Physically Handicapped and the Library Services for the Hearing Impaired meet the information needs of some of these people, but by no means all. Many either do not know about these free services or will not take advantage of them when offered.

As terrible as it is to be blind, is it any less tragic to be fully sighted but still unable to read? Not just a book, but the morning newspaper, a magazine, billboards, instructions on how to apply for a job or how to take medicine. These are, of course, our illiterate population, a population that we did not know existed ten years ago. The rate of illiteracy in Tennessee and many other states has been put as high as 20 percent, depending on how you define illiteracy; in any case, it has become a national disgrace and a national tragedy for a country dedicated to literacy, democracy, and productivity--the themes of the upcoming White House Conference.

Some people are born with freedoms that they lose and they spend much of their lives behind prison bars. Some inmates are there because they never learned to use information. We provide services to those folk because we know that those who leave prison without basic reading skills and the information they need to operate in the real world are likely to wind up in prison again at our expense. It is an expense we cannot afford.

Other citizens find that they cannot cope with the pressures of modern life and find themselves in an institution of another kind to improve their mental health. The number of persons who are mentally ill, or at least the number that we recognize as needing assistance, continues to grow. Despite these barriers, these people also need information in order to re-enter normal society and to survive.

These are our "special populations" who face physiological barriers but to whom information is no less important than the college professor, the lawyer, the business person. Indeed, free and open access to information may be their only connection with normality, their only door to a better future.

Political Barriers

Our world is divided into thousands of political subdivisions, and some of them get pretty small. For example, the counties in Tennessee and other Eastern states were established in the horse-and-buggy days when travel was slow and laborious, and everyone wanted easy access to the local seat of government, the county courthouse. The state of Georgia has 159 counties, Tennessee, 95. Within those counties are other political subdivisions--cities, towns, and even school districts.

I suspect that if we were starting over today, we would do it differently, given our modern means of transportation. We would establish political subdivisions along different and more spacious lines. But I am a political realist and know that we are not going to make those changes at this time.

Yet we do ourselves a grave disservice if we allow our political divisions to impede the flow of information to the citizens of our state. For example, the public libraries in some of our counties will not lend books to persons who live outside their counties, at least without charging for those services or setting up other barriers to obtaining those books. The reason most often given is that those books belong to that library and that city or county and were paid for by the citizens of those political entities. Yet consider the fact that fully half of all the books in our public libraries were not purchased with local funds; they were purchased with state and federal funds though the regional library system. Whose books are they? The city's? The county's? The regional library's? The state's? Uncle Sam's? In the best sense of the word, they are everyone's books. They are books bought out of public funds for public use, wherever that public might live.

Given the scarcity of resources in our state, we need to share what we have to the greatest extent possible. We have in place an excellent interlibrary loan system in Tennessee that serves all types of libraries. The public libraries have a

unique system called the Area Resource Centers, located in the four public metropolitan libraries, which expedite interlibrary loans to public libraries, using resources within the state and from other states as well.

While lending books from library to library has worked well, it is often simpler for the patron to drive to another library across a county line to borrow a book and to return it to that library. We live in a mobile society that is accustomed to driving a few miles for medical, dental, and legal services, or even just to shop till they drop at the big new mall an hour or so away. Many Tennesseans have to drive across county lines to purchase a book; why not let them do the same to borrow a book from a public library? We have a statewide committee looking at the possibility of reciprocal borrowing privileges in selected areas of our state, along the lines of the informal system that already exists in the Caney Fork Regional Library. Col. Joseph Jones is known for his valiant efforts on behalf of a statewide borrowers's card which several other states have found perfectly feasible. Our last Governor's Conference in 1979 recommended such a program.

It seems obvious that public libraries should cooperate among themselves. No less urgent is the need for public libraries to cooperate with other kinds of libraries. Many states, notably Illinois, now boast legislation mandating multi-type library cooperation. The relationship between public and school libraries is particularly important if our children are to be served before they begin formal schooling, during their school years in ways that complement our school libraries, and after they leave secondary school.

There is mounting evidence in this country that children have become our new underclass. The cover story of the October 8, 1990, issue of Time Magazine reported on this crisis situation, pointing out ever so dramatically how, when it comes to educating and nurturing our children, an ounce of prevention is worth a pound of cure. The cover of that issue asks: "Do We Care About our Kids?"

I am proud to say that I live in a state where the Governor has made our children the number one priority of his administration. Commissioner of Education Charles Smith, a member of the Library and Archives Management Board, working with the Governor's staff and with folks across this state, has set forth a bold plan of education in Tennessee for the

next century: 21st Century Challenge: Statewide Goals and Objectives for Educational Excellence. The libraries of our state--all types of libraries--have an indispensable role to play in that plan if it is to achieve its goals. A few of the ways in which public libraries can and do work with the schools include pre-school readiness programs, provision of literacy materials, summer reading programs, computer utilization in accessing information, after-hours programs, reading enrichment programs, and many others. I am pleased to say to you that Secretary Millsaps is committing his time and energy to solidifying the linkage between school and public libraries through a series of meetings throughout the state that will take place in November and December of this year.

It is my hope that during the nineties the libraries of Tennessee will unite to create an information world without walls by sharing their resources across the geo-political divisions of our state. With the coming of new technologies such as FAX and electronic mail, we have still other opportunities to facilitate the exchange of information among our libraries and our individual citizens.

Conclusion

The world is learning to move its commerce across geo-political lines in ways that we could not have dreamed a few years ago. Much of what you eat, drink, wear, drive, watch, listen to, and put up with comes from somewhere else--outside your county, your state, your country. Is there a more important commodity than information in all its various forms? Whatever walls that still exist between our citizens and their sources of information need to be regarded with deep concern; they too may need to fall like the Berlin Wall--or the Wall of Jericho long ago. Robert Frost said in his poem "Mending

Wall": "Something there is that doesn't love a wall." He spoke of a wall that separated him from his neighbor. I speak of walls which separate us from print materials that keep us literate, from ideals that keep us democratic, from ideas that keep us productive--in short, from the truth that can truly make us free.

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RECOMMENDATIONS FROM THE TENNESSEE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES OCTOBER 14-16, 1990

A. LOCAL LEVEL RECOMMENDATIONS

1. Local taxing authorities should provide a portion of the local tax rate for public library support as a separate budget item, thereby increasing the level of funding in all libraries to meet state and national standards. This would insure that all staff members working in Tennessee libraries receive compensation including benefits comparable to those paid in other Southern states. [66 votes] (See also #B5, #B6)

2. Local library administrations should develop specific public awareness/public relations programs that would include, but not be restricted to, a speakers bureau, use of local library facilities by groups other than the library, programming targeted at each user group, (e.g., children, youth, adults, etc.) and the development of a strong local Friends group. [46] (See also #B19)

3. Public library boards, working with Friends of Libraries USA, should recognize and fulfill their responsibility to inform government officials about the funding needs for public libraries in the areas of facilities, collections, personnel and services, and the place of the library in local government and services provided by the library. [44]

4. Public and school libraries should plan and implement specific programs of cooperation designed to fulfill the goals and objectives set forth in the Twenty-First Century Challenge: State-Wide Goals and Objectives for Educational Excellence. [43] (See also #B2, #B18)

5. Local library administration should be sensitive and responsive to all the community's needs. Identification, programming and outreach should be provided for the handicapped, those who are low-level or non-readers, those who are culturally or economically different, the aging, etc. [37]

6. Local and regional libraries should cooperate in pilot projects involving reciprocal borrowing among all types of libraries in the state toward the implementation of a statewide borrowing system. [35] (See also #A20b, #B15b)

7. Local taxing authorities, school boards, library boards and administrators should ensure that all publicly funded libraries meet or exceed state minimum standards. (See also #B12) [33]

8. Libraries should require training and certification for personnel who do not possess the MLS and provide paid release time, financial support, substitute personnel and other incentives for continuing education and staff development activities. [28] (See also #A13, #B20)

9. Librarians, trustees and government officials should assure that the public, including the physically and economically disadvantaged, the illiterate, and the underserved, have access to library materials and buildings. [18]

10. Local libraries should establish hours of services that meet the needs of users (not just staff), plus providing 24-hour electronic access without restrictions. [15] (See also #A17)

11a. Academic governing bodies should provide sufficient funding to assure that their libraries meet regional and national standards. [14]

11b. Libraries of all types should cooperatively plan to take full advantage of the technologies that facilitate networking, e.g., telefacsimile, online computer databases, CD-ROM. [14]

13a. Local school and public library boards should adhere to professional standards for librarians, and commit to training and hiring qualified staff. [13]

13b. Libraries need to provide or identify other resources for the provision of periodic orientation, education, and training programs for trustees, friends, volunteers, and the general public to include information on laws, standards, and guidelines relevant to Tennessee Libraries. [13]

13c. All public and school library staff should be eligible to receive some paid release time for continuing education (staff development activities), and should be required to attend in-service training programs. [13] (See also #A8, #B20)

16. Local libraries should establish policies to ensure access without censorship. [8] (See also #B1, #B15b, #B27b, #B35b)

17a. Publicly funded libraries should be open to the general public and should provide open access to any existing electronic catalogs. [7] (See also #A10)

17b. Local library administrations should provide for the establishment of a community information and referral program in order that the local public library become the "place to go when you don't know." [7]

19. Libraries of all types should become more aggressive in developing outside support through Friends groups, grants, corporate support, etc., including financial planning. (See also #A24) [4]

20a. All Tennessee libraries should develop and maintain written long-range plans, including collection development policies. [3]

20b. Libraries should work toward sharing resources regardless of format. [3] (See also #A6, #B15b)

22a. Different types of libraries within communities should develop cooperative long-range plans. [2]

22b. Local libraries should establish outreach programs to include mobile units, offsite collections and transportation for persons unable to reach the library. [2]

24a. All libraries should have planned programs in the instruction of the use of libraries. [1] (See also #B30f)

24b. All publicly funded libraries in Tennessee should continue to provide library services free of charge to the extent possible. [1]

24c. Local library administration should develop local resource groups such as Friends for on-going support activities. [1] (See also #A19)

B. STATE LEVEL RECOMMENDATIONS

1. The Tennessee Governor's Conference on Library and Information Services should take a strong stand against censorship of library materials--and thus for intellectual freedom because that is consistent with one of the themes of this conference: democracy. Democracy cannot survive if censorship--however well intentioned--is permitted to undermine the freedoms guaranteed to all Americans under the First Amendment. [62 votes] (See also #A16, #B15b, #B27b, #B35b)

2. The Tennessee State Library and Archives, the State Department of Education, and the Tennessee Library Association will work together to assure that libraries will be a part of the Twenty-First Century Challenge education program, and library funding will be part and parcel of tax reform. [52] (See also #A4, #B18)

3. The Governor should include school, academic, and public libraries in education reform and tax reform as a very important component of lifetime learning. [46]

4. The Tennessee State Library and Archives should develop a statewide program to provide/coordinate preservation activities, including filming and digitizing of local records. [35]

5. The State Library and Archives Management Board should recommend that the Tennessee General Assembly provide funds for direct state aid to local public libraries who could not otherwise meet minimum standards. [29] (See also #A1)

6. The State Library and Archives Management Board should recommend that the Tennessee General Assembly pass legislation providing a mechanism to ensure stable and adequate local support for public libraries (to include local library district taxing authority). [27] (See also #A1)

7a. The State Department of Education should increase state funding to a minimum of $10.00 per pupil for library materials with no waivers. [21]

7b. State Department of Education should pay school librarians to keep school libraries open in summer. [21]

9. The Tennessee State Library and Archives should develop a positive statewide program of public awareness that would include, but not be restricted to, a speakers bureau, a marketing specialist, and both print and non-print productions for information distribution on the state and regional level. [19] (See also #A2)

10. The Tennessee General Assembly should provide legislation to allow for a statewide borrowers card (physical access). [15] (See also #A6, #A20b, #B15b)

11. The Tennessee State Library and Archives should establish a communications network to allow the sharing of electronic media among libraries and prepare a state plan for electronic networking of all types of libraries. [13]

12. The Tennessee General Assembly should make funds available to ensure that school, academic, and other government supported libraries meet state and national standards. [12] (See also #A7)

13. The Tennessee State Library and Archives should conduct a study of specific public library funding mechanisms in other states. This study's results should be publicized and used as a basis for recommendations by the Tennessee State Library and Archives to legislative/funding bodies. [11]

14. The State Department of Education should designate a portion of available funds for libraries in K-12 schools with no waivers. [10]

15a. The Tennessee State Library and Archives should establish incentive programs, using state and federal funds, to promote greater cooperation among all types of libraries, archives, and other information centers in the state. [8] (See also #A6, A20)

15b. The Tennessee General Assembly should ensure access without censorship to information without regard to administrative barriers, geography, ability, to pay or format (including government information) through such mechanisms as interlibrary loan and a statewide borrower's card. [8] (See also A#6, #A16, #A20b, #B1, #B10, #B15b, #B27b, #B35b)

17. The Tennessee State Library and Archives should enhance the Tennessee Library Network (TELINET) as a statewide, multi-type library database, through increased funding for personnel, union lists, retrospective conversion (RECON projects, and public access terminals. [7]

18a. The Tennessee State Library and Archives, the Department of Education, and the Tennessee Higher Education Commission should work jointly to modify the Twenty-First Century Challenge to define and include role of libraries. [6] (See also #A4, B2)

18b. Library related agencies should organize a program to keep all levels of elected officials informed, e.g., Tennessee Library Association and/or Friends groups should employ a professional lobbyist. [6]

20a. The Tennessee Library State and Archives and state government should mandate use of acid-free paper for all state documents and should continue preservation efforts of local and state documents. [5] (See also #C7, #C12a)

20b. The Tennessee State Library and Archives should work with Tennessee Library Association and library schools to develop a statewide program of continuing education and staff development at all levels. [5] (See also #A8, A13)

20c. The Tennessee State Library and Archives should develop state incentives which include direct state aid, approved by the Tennessee General Assembly, for local funding, building programs, and "level of excellence" grading system for libraries, i.e., government A+ grading for schools. [5]

20d. All publicly supported institutions of higher education in Tennessee should provide library instruction for all students and courses in library science. [5]

24a. The Tennessee State Library and Archives should provide follow-up/feedback from this conference, all area meetings, and the White House Conference on Library and Information Services by media releases and other information distribution to attendees as well as local libraries. A media release that recognizes local involvement should be developed and distributed to local officials or local libraries. [4]

24b. The Tennessee Library Association and the Tennessee State Library and Archives should develop and coordinate a statewide Friends of Libraries USA (FOLUSA). [4]

24c. The Tennessee State Library and Archives should work with the University of Tennessee and the Tennessee Board of Regents to increase the availability of an MLS program to all regions of the state. [4]

27a. The Tennessee State Library and Archives should continue to support mechanisms, such as the Area Resource Centers (ARCs) and the Union List of Serials, which facilitate interlibrary loan and reference services to libraries across the state. [3]

27b. The Tennessee General Assembly should support by resolutions access to information and intellectual freedom. (See also #A16, #B1, #B15b, #B35b) [3]

27c. The Governor's Conference delegates should endorse the staffing formula for professional librarians outlined in the Tennessee Basic Education Program on. [3]

30a. The Tennessee State Library and Archives and the Tennessee Library Association should work with education groups across the state to assure that libraries are part and parcel of education funding when tax reform takes shape. [2]

30b. The Tennessee State Library and Archives should provide or identify other sources that can provide technical assistance and training for the acquisition and use of computers and other technology in local libraries. [2]

30c. The Tennessee General Assembly should require that a professional librarian be available on a regular basis to every student and community member in Tennessee. [2]

30d. The Tennessee State Library and Archives should establish an electronic catalog of archives/manuscripts holdings. [2]

30e. The Tennessee State Library and Archives should work with the Tennessee Library Association to develop a video-based orientation program for library users, trustees, and officials. [2]

30f. State government should enforce distribution of state publications to state depository libraries and encourage better access. [2] (See also #A24a)

35a. The Tennessee State Library and Archives should create the position of Program Development Librarian in the Regional Libraries. [1]

35b. The Tennessee Library Association should adopt a strong stand against censorship with the support of this conference. [1] [1] (See also #A16, #B1, #B15b, #B27b)

35c. The Tennessee General Assembly should require intergovernmental cooperation in library planning and state funding for all libraries. [1]

C. NATIONAL LEVEL RECOMMENDATIONS

1a. Congress should continue to support federal funding for library programs through the Library Services and Construction Act (LSCA), Titles I, II and III of the Higher Education Act (HEA), the National Endowment for the Humanities (NEH), and the Elementary and Secondary Education Act (ESEA), in order to promote democracy, productivity, and literacy. [78 votes] (See also #C14c)

1b. Congress should approve and authorize funding for the National Research Education Network (NREN), the Gore bill, and provide increased opportunities for libraries of all types to participate. The Tennessee delegation to the White House Conference should make every effort to assure that the White House Conference on Library and Information Services endorses NREN and recommends that it be funded. [78] (See also #C14b, #C25e)

3. Literacy should be the number one national priority and the U.S. Department of Education and the American Library Association should develop a national agenda for addressing literacy concerns especially as related to special populations. [63] (See also #C4, #C5a, #C10a, #C14b, #C17b)

4. The American Library Association should adopt a national media campaign that supports all libraries, with a major all-out war on illiteracy. [32] (See also #C3, #C10a, #C14b, #C17b)

5a. Congress should provide funding to ensure that library and information services are available to special needs populations. [27] (See also #C3)

5b. The Federal Communications Commission should not eliminate the exemption to surcharges on data telecommunications serving libraries and educational institutions. [27]

7. Delegates to the White House Conference on Library and Information Services should support resolutions promoting access to historic information in all formats. [24] (See also #B20a, #C12a)

8. The American Library Association, the Special Libraries Association, and other national library associations should address the potential problems that will arise over the next decade due to the demise of graduate programs in library and information science across the country. [19]

9. The U.S. Department of Education should conduct studies to determine how children and young adults develop abilities that make them informationally literate. [14]

10a. Federal funding should be increased for literacy programs and channeled through library programs. [10] (See also #C3, #C4, #C14b, #C17b)

10b. The American Library Association should organize working coalitions among all types of libraries, archives, government agencies, business, etc. [10]

Recommendations

12a. The Federal government should promote preservation and greater access to historical documents. [8] (See also #B20a, #C7)

12b. The American Library Association should work to revise the copyright law to facilitate transmission of materials for interlibrary cooperation purposes through new technologies. [8]

14a. The American Library Association should consider establishing accreditation guidelines for undergraduate training programs for library support staff. [7]

14b. Eradication of illiteracy and nationwide support of the National Research Education Network should be a top agenda item for the American Library Association, the National Commission on Libraries and Information Science, Friends of Libraries USA, and other national associations. [7] (See also #C1b, #C3, #C4, #C10a, #C17b, #C25e)

14c. The Congress should maintain or improve the level of funding for the Library Services and Construction Act and the Higher Education Act in order to further interlibrary cooperation among libraries of different types within the State of Tennessee. [7] (See also #C1a)

17a. Networking should be encouraged in schools and the public should be made aware of this service. [5]

17b. Federal agencies, e.g, the U.S. Department of Education and the American Library Association, should develop a "Marshall Plan" type attack on illiteracy, with more money to support current programs and to develop pilot programs. [5] (See also #C3, #C4, #C10a, #C14b)

17c. The American Library Association, the National Education Association, and other appropriate organizations should develop and disseminate programs directed towards school, institutional and other government officials to inform them on the state of technology for accessing information. [5]

17d. The American Library Association should develop standards requiring continuing education for MLS librarians available on a regional level. [5]

21a. The American Library Association should work with regional groups such as the Southeastern Library Association to develop and disseminate training programs and guidelines appropriate for library trustees. [4]

21b. The American Library Association should continue to support the ALA Washington Office to monitor federal legislation that affects libraries and to keep state and local officials, librarians, and trustees informed. [4]

23a. The National Commission on Libraries and Information Science should also continue to work after the 1991 WHCLIS with the Emphasis on literacy, democracy and productivity and keep the issues alive and growing in interest. [3]

23b. National public library statistics should be continued and be developed to reflect local funding limitations (income of population served) and service area. [3]

25c. New federal grant monies should be allocated to libraries for establishing and implementing public education programs to help users use libraries, and the federal government must provide leadership and funding for the National Research Education Network. [2] (See also #C1b, #C14b)

D. RECOMMENDATIONS TO BE PRESENTED TO THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

1. Congress should approve and authorize funding for the National Research Education Network (NREN), the Gore bill, and provide increased opportunities for libraries of all types to participate. The Tennessee delegation to the White House Conference should make every effort to assure that the White House Conference on Library and Information Services endorses NREN and recommends that it be funded. [60 votes]

2. Congress should continue to support federal funding for library programs through the Library Services and Construction Act (LSCA), Titles I, II and III of the Higher Education Act (HEA), the National Endowment for the Humanities (NEH), and the Elementary and Secondary Education Act (ESEA), in order to promote democracy, productivity, and literacy. [44]

3. The Tennessee Governor's Conference on Library and Information Services takes a strong stand against censorship of library materials--and thus for intellectual freedom because that is consistent with one of the themes of this conference: democracy. Democracy cannot survive if censorship--however well intentioned--is permitted to undermine the freedoms guaranteed to all Americans under the First Amendment. [22]

4. Literacy should be the number one national priority and the U.S. Department of Education and the American Library Association should develop a national agenda for addressing literacy concerns especially as related to special populations. [17]

5. Local taxing authorities should provide a portion of the local tax rate for library support as a separate budget item, thereby increasing the level of funding in all libraries to meet state and national standards. This would insure that all staff members working in Tennessee libraries receive compensation including benefits comparable to those paid in other Southern states. [16]

6. The American Library Association should adopt a national media campaign that supports all libraries, with a major all-out war on illiteracy. [11]

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4. Gene Davidson
5. Ruth Harmon
6. William Harmon
7. Douglas Henry, Jr.
8. Samuel Jones
9. Matthew Kisber
10. Martha Lewelling
11. Harold Love
12. Ken Maynard
13. Susan Miles
14. Estel Mills
15. Bryant Millsaps
16. Jon Printz
17. Fred Pruett
18. Cade Sexton
19. James W. Simmons
20. Franklin Smith
21. Faye Weaver
22. Jeanie Wilson

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2. Thomas L. Aud
3. Diane Baird
4. Jud Barry
5. Julia G. Boyd
6. Marion E. Chapman
7. Don Craig
8. Carolyn C. Daniel
9. Charles Davenport
10. Judith Drescher
11. John E. Evans
12. Francis Ezell
13. Edwin S. Gleaves
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16. Clara Hasbrouck
17. Carol Hewlet
18. James Hooper
19. Sue Loper
20. David McWhirter
21. Peg Morris
22. Rita Mullins
23. Sandra Nelson
24. Dolores Nichols
25. Jane Parks
26. Rosie Phillips
27. Mike Rothacker
28. Charles Sherrill
29. Janet Smith
30. Jessie Smith
31. Caroline Stark
32. Mark Thomas
33. Melba Wash
34. Patricia Watson

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2. James Ward

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6. Evealyn Clowers
7. Rachel Davis
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24. Charles Spencer
25. Susan Stalcup
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27. Marcelle Wilder
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3. Sharon Bessent

##########

SCENES FROM THE GOVERNOR'S CONFERENCE

Jud Barry makes his point in Issue Group meeting. Teddi Heck and Marion Fowlkes listen intently.

Col. Joseph Jones shares information with James Simmons.

Walter Durham introduces Secretary of State Bryant Millsaps.

Dr. Edwin Gleaves presents Secretary of State Bryant Millsaps with 14,000 signatures on the Library Compact.

Secretary of State Bryant Millsaps speaks on preparing for partnerships.

Dr. Sam Smith and colleagues study the recommendations.

Rosie Phillips confers with Bobbie Drobeck. Nancy Martindale is in the background.

Carolyn Daniel speaks on behalf of school libraries.

Betty Latture confers with Sue Miles. Julia Boyd and Walter Durham in the background.

Chattanoogans Marian Chapman and Jane Parks exchange ideas.